

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of Dec. 15-19, 2014			
	DOL,Flag, Attendance	Specials	Guided Reading
	8:30-8:45	8:45-9:45	10:00-11:30
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	oral & silent reading: <b>A New Painting</b>
	<u>Spelling: n/kn, r/wr, gh, ph sounds</u>		<b>The Best Birthday</b>
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts # 29-30 titled:</u>		on KWL; finish a story map;
A	<b>My Cat and I ; First Snow</b>		Genre study & Guided Rdg. Group
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<u>Daily Oral Language</u>		<b>Someone, Listen to Reading, Word</b>
	Character Education Word:		<b>Works, Work on Writing(2RL3.1)</b>
	<u>Kindness</u>		<b>CAFE components</b>
	8:30-8:45	8:45-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>First Prize</b>
E	<u>Spelling:n/kn, r. wr, gh sounds in words</u>		<b>Katie's Boook</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #29-30 Titled:</u>		characters; settings, sequence
A	<b>My Cat and I ; First Snow</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<u>Character Education word:</u>		<b>Someone, Listen to Reading, Word</b>
	<u>Kindness</u>		<b>Works, Work on Writing; CAFE Comp.</b>
W	8:30-8:45	8:45-9:45	10:00-11:30
E	Flag Pledge, Lunch Count,	8:45-9:15 -P.E.	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>Mr. Putter &amp; Tabby Write the Book</b>
N	<u>Spelling: n/kn/r/wr/gh sounds in words</u>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -# 29-30 titled:</u>		Describe how setting is
D	<b>My Cat and I ; First Snow</b>		conveyed & similarities. <b>Daily 5: Read</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>to Self; Read to Someone, Listen</b>
Y	<u>Character Education word:</u>		<b>to Reading, Word Works, Work on</b>
	<u>Kindness</u>		<b>Writing; CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	<b>The Interview</b>
U	<u>Spelling:n/kn/wr/gh/ sounds in words</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart #29-30 Titled:</u>		the author's message of the story.
D	<b>My Cat and I ; First Snow</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	<b>Character Education word:</b>		<b>Works, Work on Writing</b>
	<u>Kindness</u>		<b>CAFE components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
F	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
R	Attendance, Daily Oral Lang.	9:20-9:20 -Art	<b>Forget It!</b>
I	<u>Spelling:n/kn/wr/gh/ sounds in words</u>		Discuss author's message. Word
D	Challenge words in dict. Sentence		wall activities; speaking in
A	<u>Phonics Chart -#29-30 Titled:</u>		complete, coherent sentences.
Y	<b>My Name; Play</b>		<b>Daily 5: Read to Self, Read to</b>
	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
	<b>Character Education word:</b>		<b>Works, Work on Writing</b>
	<u>Kindness</u>		<b>CAFE components</b>
<b>CURRICULUM OBJECTIVES:</b>			
<u>Math Objective:</u> Students will learn how to subtract 2 digit numbers with or without counting money and putting objects a			
<u>Shared Reading Objective:</u>		: Use appropriate listening skills, as well as identify complex and irregularly	
<u>Spelling Objectives -</u>		n/kn/wr/r/gh, ph sounds in words	
<u>Oral Language Objective:</u> Practice Speaking and listening skills.			

<b>Science Objective:</b>	Students will understand how animals live in the Woodland Forest
<b>SuccessMaker Objective:</b>	Use targeted practice and interventions on the computer in reading and math for each student
<b>Guided Reading Objective:</b>	Find author's message in a story; describe how setting is conveyed; review KWL chart
<b>Explicit Oral Language Objective:</b>	Oral reading and discussion using poetry books and News Books
<b>Weekly Reader Objective:</b>	students animals that are nocturnal
<b>Social Studies -</b>	Students will learn about how to read a map and find locations on a map.
	<b>STATE STANDARDS:</b>
<b>Reading Standards: Indicator 1-</b>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<b>Writing Standards: Indicator 1:</b>	Students can apply the writing process to compose text.
<b>Listening and Viewing Standards: Indicator 1:</b>	Students are able to use various listening & viewing strategies in social studies
<b>Math Standards: Indicator 1:</b>	Use procedures to transform algebraic expressions.
<b>Science Standards: Indicator 1:</b>	Understand the nature and origin of scientific knowledge.
<b>Social Studies Standards: Indicator 1:</b>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<b>Technology Standards: Indicator 1:</b>	Students recognize & demonstrate skills in operating technological systems.
	<b>COMMON CORE STANDARDS:</b>
<b>Language Arts:</b>	Ask who, what, where, when, why, and how questions for understanding; discuss
<b>Mathematics:</b>	Extend understanding of base ten system; understanding models of addition and subtraction
<b>Reading</b>	Ask who, what, where, when, why, and how questions for understanding; discuss
<b>Writing:</b>	Write Opinion pieces in which they introduce the topic or book they are writing about
<b>Speaking and Listening:</b>	Participate in collaborative conversations with diverse partners and 2nd grade
<b>Language Arts:</b>	Participate in collaborative conversations with diverse partners
<b>Math</b>	Make sense of problems and work on tables and graphs and daily reasoning
<b>Technology Standards:</b>	Select from several teacher-directed internet sites to locate information.
<b>Social Studies Standards:</b>	Analyze U.S. Historical eras to determine connections and cause and effect relationships
<b>Science Standards</b>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking skills

<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker/Study Island</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				Self-paced interactive
Language				courseware in
on various				content areas of reading
current				and math in the computer
topics .				lab. at each students' individual
Read Aloud				level.
Poems with				
Skill Building				
Lessons.				
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker/Study Island</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	
				12:55-1:15
Character				
Education				Self-paced interactive
activities on				courseware in
using Respect				content areas of reading
and being respect.				and math in the computer
Read Aloud				lab at each students' individual
Poems				level.
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker/Study Island</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				
Language				Self-paced interactive
on various				courseware in
current				content areas of reading
topics. Read				and math in the computer
Aloud Poems				lab. at each students' individual
With Skill				level.
Bldg. Lessons				
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker/Study Island</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Students will be				Self-paced interactive
learning				courseware in
about ways				content areas of reading
to be respectful				and math in the computer
Read				lab. at each students' individual
Aloud Poems				level.
with Skill Bldg.				
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker/Study Island</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				
Language				Self-paced interactive
on various				courseware in
current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				

& characters & plot				
and familiar texts.				
on language arts topics				

<b>Math</b> 1:15-2:00 Pg.171-172 Students will be learning about counting in groups of 2,5,10 & counting money	<b>Poetry</b> 1:55-2:00 Oral reading and discuss. of explicit	<b>Recess</b> 2:00-2:15	<b>Creative Writing</b> 2:15-2:30 Students will be composing	<b>RTI</b> 2:30-3:00 (Response to Intervention) Students will
Practice Enrich.10.1.Students will solve problems from words	oral language using poetry books.		various stories to enhance the importance	learning about story on line stories.
Problem of the Day.				
Mad Minute Tests; CGI Problems	Moral instructions		of learning various writing skills.	
Flash card drill of add. Facts				
Students will use algebra concepts to solve equations.				
<b>Math</b> 1:15-2:00 Pg.173-174. Student will be working with counting on for sum	<b>Poetry</b> 1:55-2:00 Students will read	<b>Recess</b> 2:00-2:15	<b>Creative Writing</b> 2:15-2:30 Students will be composing	<b>RTI</b> 2:30-3:00 (Response to Intervention) Students will work
Practice Enrichment:Promethean 10.2 for reteach and practice.	and understand various		various stories to enhance the importance	on reading to someone
Problem of the Day. Mad	forms of		of learning various	
Minute Tests. Flash card drill of addition facts. CGI Solve	poetry.		writing skills.	
everyday problems in math.				
<b>Math</b> 1:15-2:00 Pg.175-176 Students will be learning about 2digit subtraction	<b>Poetry</b> 1:55-2:00 Oral reading and discuss. of explicit	<b>Recess</b> 2:00-2:15	<b>Shared Rdg./Spell.</b> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme	<b>RTI</b> 2:30-3:00 (Response to Intervention) Students will be
10.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests.	oral language using poetry books.		charts and books. Students will look up spelling words in dictionary.	work on Story Sparkers.
Flash card drill of addi. Facts.				
Students will understand place value. CGI problems				
<b>Math</b> 1:15-2:00 Pg. 1177-178. Students will be working with subtraction	<b>Poetry</b> 1:55-2:00 Students will read	<b>Recess</b> 2:00-2:15	<b>Shared Rdg./Spell.</b> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme	<b>RTI</b> 2:30-3:00 (Response to Intervention)
problem solving & daily reasoning	and understand		charts and books. Students will	Students will be
10.4- Enrichment. Promethean Problem of the Day.	various forms of		use list words in sentences.	work on Comprehension and Fluency; iPad - take
Mad Minute Tests. CGI Problems	poetry.			
Flash card drill of add. facts.				
Using problem solving skills				
<b>Math</b> 1:15-2:00 Pg179-180. Students will be learning about subtract.2 digits	<b>Poetry</b> 1:55-2:00 Oral reading and discuss. of explicit	<b>Recess</b> 2:00-2:15	<b>Shared Rdg./Spell.</b> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme	<b>RTI</b> 2:30-3:00 (Response to Intervention) Students will be
Pract. & Enrich. 10.5 Promethean problem solving. CGI problems	oral language using poetry books.		charts and books. Students will play	working with Thesaurus and Dictionary Hunts.
Problem of the Day. Mad			"Sparkle" with	
Minute Tests. Flash card drill			spelling words and	
Students will be able to write value of underlined digits.			then take a test.	



<b>Science/S.Studies</b>	
<b>Weekly Reader/JA</b>	
3:00-3:25	
Science-pg.B44-B66	
Students will be	
learning about	
caring for our earth's	
habitats and water	
<b>Weekly Reader-</b>	
We will be learning about	
various kinds of penguins.	
<a href="#"><u>Dismiss - 3:30</u></a>	
<b><i>Social Studies - Pg 66-69</i></b>	
3:00-3:25	
Students will learn	
about the functions	
of a government.	
Students will create	
a word web about	
government ideas.	
<a href="#"><u>Dismiss - 3:30</u></a>	
<b><i>Weekly Reader- 3:00-3:25</i></b>	
Students will learn about	
what animals are	
awake after dark.	
Use Promethean Board	
for learning about	
animal habitats and	
interactive flip charts.	
<a href="#"><u>Dismiss - 3:30</u></a>	
<b><i>Weekly Reader - 3:00-3:25</i></b>	
Students will make	
posters in small groups	
depicting all kinds	
of life cycles.	
We will find various	
life cycles on the	
Promethean Board	
<a href="#"><u>Dismiss - 3:30</u></a>	
<b><i>Weekly Reader-3:00-3:25</i></b>	
Students will be learning	
about the life cycle of	
plants and various	
animals. Students will work	
in groups to work together.	
The students will	
then share their findings	
to the class.	
<a href="#"><u>Dismiss - 3:30</u></a>	

